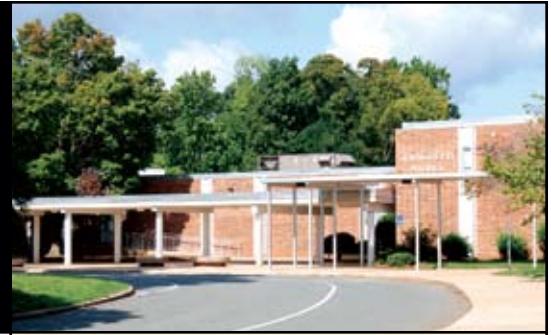


▶ Randolph Middle School



A Message from the Principal

To the Randolph Middle School community:

In this first School Progress Report, we are providing an update on the academic progress of Randolph Middle students, our plans to address areas of concern and information about the school environment.

As shown in this report, Randolph made Expected Growth in the North Carolina End-of-Grade math test. Our sixth- and eighth-graders outperformed our seventh-graders in the amount of growth shown. Our algebra and geometry students performed well above the system averages, as has been the case in past years.

The state introduced a new reading test in 2007-2008. As a result of more rigorous expectations, reading scores declined across the state, including in CMS. Since the new test covers different material from that covered in the previous test, direct year-over-year comparisons are not necessarily accurate.

Randolph did not make Adequate Yearly Progress (AYP), the standard set for schools by the No Child Left Behind Act. We did, however, make 30 of our 33 goals. We will address areas needing improvement by providing additional teacher training in differentiated instruction, a flexible teaching approach that adapts the curriculum to individual learning needs. We will also use common testing among teachers of the same courses. Finally, we will adjust our scheduling options to include some same-sex math classes and the use of inclusion for English as a Second Language students. These changes should improve math content instruction for all students, including the lowest-performing.

Randolph has a very well-trained and enthusiastic group of classroom teachers. Most of our teachers have completed, or are currently working on, advanced degrees. They are experienced in working with

(Principal's message continued on back.)

KEY FACTS

Principal

Jackie R. Menser

email: jackie.menser@cms.k12.nc.us

Randolph Middle School is a full Paideia and International Baccalaureate magnet.

Grades

6 - 8

School Population

- 897 Students
- 63 Teachers
- 3 Assistant Principals
- 3 Counselors
- 44 Support Staff

Student Demographics

- 53.1% African American
- 25.4% White
- 11.8% Hispanic
- 9.7% Other
- 47.7% of students qualify for free or reduced-price lunch

Learning Community

Central

Area Superintendent: Joel Ritchie
324 N. McDowell Street
Suite 100
Charlotte, NC 28204
980-343-1465
email: j.ritchie@cms.k12.nc.us

Data effective as of spring 2008.

Randolph Middle School

4400 Water Oak Road
Charlotte, NC 28211
980-343-6700

<http://pages.cms.k12.nc.us/randolph>



CMS 2010 Strategic Plan Goals	Key Performance Measurements	CMS 2010 Goal	School Result 2007 - 2008
High Academic Achievement <i>Disparity between socioeconomic groups is shown as a positive percentage when non-economically-disadvantaged students outscore economically-disadvantaged students; a negative percentage indicates the reverse.</i>	Students performing at or above grade level overall ¹	—	68.0%
	Students performing at or above grade level in Reading	95%	61.3%
	Students performing at or above grade level in Math	88%	70.7%
	Students performing at or above grade level in Writing	80%	63.3%
	Disparity between racial/ethnic groups in Reading	10%	40.4%
	Disparity between racial/ethnic groups in Math	10%	38.0%
	Disparity between racial/ethnic groups in Writing	10%	46.0%
	Disparity between socioeconomic groups in Reading	10%	28.2%
	Disparity between socioeconomic groups in Math	10%	24.8%
	Disparity between socioeconomic groups in Writing	10%	27.2%
Effective Educators	Teachers deemed “highly qualified” having appropriate educational backgrounds and state certification(s) for the grade levels and subjects they are teaching	96%	95%
	National Board-certified teachers	16%	0%
	Teachers with graduate degrees	35%	28%
	Teachers’ average years of experience	10.4	10.4
Adequate Resources & Facilities	Student/Computer Ratio	5:1	4:1
Safe & Orderly Schools	Passed the CMS “safe school audit”	YES	YES
	Parents perceive the school as safe ²	70%	80.7%
	Students perceive the school as safe ³	80%	65.4%
	Teachers perceive the school as safe ^{1,4}	—	95.7%
	Number of incidents resulting in in-school suspensions ^{1,5}	—	24.6
	Number of incidents resulting in out-of-school suspensions ^{1,5}	—	32.6
Freedom & Flexibility with Accountability	Principal has been granted additional freedom and flexibility ¹	—	NO
World-Class Service	Parents perceive the school as responsive ²	80%	75.4%
Strong Parent & Community Connections	Parents that give the school either an A or B grade ^{1,2}	—	75.8%
	Number of volunteer hours ⁶	Increase by 25% district-wide	50.2
	Number of business and community partnerships	Increase by 25% district-wide	1

¹Not a Strategic Plan goal

²Based on completed parent surveys

³Based on completed student surveys

⁴Based on completed teacher surveys

⁵Incidents per 100 students

⁶Per 100 students

CMS Accountability Measures

In this section, we are highlighting several key performance indicators for our school and its students.

► Adequate Yearly Progress (AYP)

Our school **DID NOT** make AYP
(30 of 33 goals met)

The federal No Child Left Behind Act requires that every school make Adequate Yearly Progress (AYP). State test results are used to set AYP proficiency targets for every grade. Targets are set for the school as a whole, as well as for nine separate subgroups. The subgroups are: white, black, Hispanic, Native American, Asian, multiracial, economically disadvantaged students, students with limited English proficiency and students with disabilities. A school's attendance and graduation rates are also measured for AYP.

The subgroup measurements are intended to prevent an overall score from masking poor results by one or more subgroups. Because the number of subgroups can vary depending on a school's diversity, the number of targets varies also. Some schools may have only a few targets to meet; others may have as many as 41.

AYP is an all-or-nothing standard that says every target must be met. No Child Left Behind also requires that every student be proficient by the 2013-2014 school year.

For a more complete overview of AYP, visit www.dpi.state.nc.us/nclb/abcayp/overview/ayp

For details of AYP results for our school and its student groups, visit <http://ayp.ncpublicschools.org>

► ABC Designation

Our school's designation: **School of Progress**
(*DID meet growth expectations*)

Proficiency: 68.0%

The North Carolina ABCs program was introduced more than a decade ago to better target school improvement efforts. Two basic measures determine a school's designation: the Average Growth of students (at right); and the Performance Composite, which measures how well students performed against a set standard of proficiency.

Schools are given one of seven designations (in descending order): Honor School of Excellence; School of Excellence; School of Distinction; School of Progress; No Recognition; Priority School; Low Performing.

For more information about ABCs, visit <http://abcs.ncpublicschools.org/abcs>

► Average Growth

State Standard: 80%
Our School: 81.1%

Each year, the state sets individual growth expectations for each student. A student is expected to perform as well, or better, on the End-of-Grade (EOG) assessment for the current year as he or she did, on average, during the previous two years. The Average Growth is calculated by comparing *actual* performance versus *expected* performance and then averaging the difference across all students and all subjects. The score above reflects the combined growth rate of all of our students. A school classified as making expected growth would have a score of 80% or higher.

► Students Making or Exceeding a Year's Worth of Growth

State Standard: 60%
Our School: 55.9%

This measurement assesses whether students have learned as much as they are expected to learn in one year. Expectations are set for each student based on individual performance for the previous two years. Across the state, about half of students typically meet or exceed their growth expectation. High growth is defined as a score of 60% or higher and having met expected growth.

► Amount of Growth for Students in the Lowest Achieving Group

Our School: 80.5%

Narrowing the achievement gap is widely recognized as one of the biggest challenges in public education. The lowest achieving group for CMS includes certain minority groups and those receiving free or reduced-price lunch. If lower-achieving students grow at a faster rate than better-achieving students, the achievement gap is narrowed. When the above percentage is higher than the Average Growth for the school (see Average Growth above), the school is closing the achievement gap.

► Positive Responses to Student Surveys

Our School: 70.2%

Student feedback is a subjective, but essential, component of the measure of our school's performance. We want all of our students to have a caring, supportive environment at school. This is a measure of the positive reaction from our students covering the areas of school safety, engagement and encouragement.

For more information on our school's performance, visit <http://pmd.cms.k12.nc.us>

CHARLOTTE-MECKLENBURG SCHOOLS

REACH FURTHER. **Global competitiveness starts here.**

▶ Randolph Middle School

(Principal's message continued.)

middle school students. We have no first-time teachers this year. Many of our teachers have qualified for state and local bonuses based on the growth shown by their students over the past several years. Our staff is very stable with low teacher turnover. This stability and the availability of financial incentives have enabled us to recruit master teachers when vacancies do occur.

Randolph scored more than 100 percent on the safe school audit last year. The teachers take great pride in creating an exciting, secure and flexible learning environment. We are very close to completing the major renovations to our school buildings. These renovations have addressed capacity in the media center and cafeteria and will improve classrooms and labs. Most of our parents have indicated that we communicate well with them and keep them informed on the progress of their children.

We have focused on increasing our community partnerships and volunteers. Last year, we added

13 new partnerships and benefited from 25 percent more volunteer hours. These connections have provided additional support for both staff and students.

Randolph's catchphrase, A World of Possibilities, exemplifies the attitude that prevails in our school. We are proud of the diversity (ethnic, religious, economic and academic) that is present in our student body. Our different magnet and special education programs provide opportunities for all students to demonstrate growth in a supportive and challenging atmosphere. This is an environment where each student's strengths are noticed and weaknesses are addressed. We will continue to build on this valuable diversity as we improve student achievement across the board.

Sincerely,
Jackie Menser
Principal

What is the School Progress Report?

In 2006, we introduced the *Charlotte-Mecklenburg Schools Strategic Plan 2010* outlining our vision and strategy to educate our students to compete locally, nationally and internationally.

The plan outlines seven areas of concentration: high academic achievement; effective educators; adequate resources and facilities; safe and orderly schools; freedom and flexibility with accountability; world-class service, and strong parent and community connections.

In this report, you will notice how our school performed in the 2007-2008 school year compared to the stated 2010 goals. On page 3, you will also find an explanation of federal and state accountability measures with a specific emphasis on growth.

As educators and parents, we have a common goal of preparing our children to compete in an ever-growing global community. This goal requires constant dialogue between school and parents, so please feel free to contact the principal or any staff member at our school with your questions, concerns or suggestions.

